

# University of Santa Clara Bulletin

## *GRADUATE SCHOOL of HUMANITIES*

1974-1975

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## **UNIVERSITY OF SANTA CLARA BULLETIN**

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**UNIVERSITY OF SANTA CLARA**

**GRADUATE SCHOOL OF  
HUMANITIES 1974-75**





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# 1974

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# 1975

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# GRADUATE SCHOOL OF HUMANITIES

## CALENDAR 1974-75\*+

### Fall Quarter

September 25	Wednesday	Registration.
September 26	Thursday	Instruction begins.
October 11	Wednesday	Last day to file for candidacy for graduate Humanities degrees to be conferred December 1974.
November 28-29	Thursday-Friday	Thanksgiving recess, academic and administrative holidays.
December 9-13	Monday-Friday	Fall quarter examinations.
December 14 to January 2	Monday-Thursday	Christmas recess.
December 17	Tuesday	Fall quarter grades due.

### Winter Quarter

January 3	Friday	Registration.
January 6	Monday	Instruction begins.
January 15	Wednesday	Martin Luther King's birthday, academic and administrative holiday.
February 17	Monday	Washington's birthday, academic and administrative holiday.
February 24	Monday	Last day to file for candidacy for graduate degrees to be conferred in June, 1975.
March 12	Wednesday	Registration for Spring Quarter
March 18-22	Tuesday-Saturday	Winter Quarter Examinations.
March 24	Monday	Winter quarter grades due.

### Spring Quarter

March 28-30	Friday-Sunday	Easter Recess—Academic and administrative holidays.
April 1	Tuesday	Instruction begins.
April 10	Thursday	Last day for filing with the Graduate Committee final draft of theses for degrees to be conferred June, 1975.
June 4-7	Wednesday-Saturday	Spring quarter examinations.
June 8	Sunday	124th Commencement.
June 10	Tuesday	Spring Quarter grades due.

### Summer Session

June 16	Monday	Summer Session for Graduate Humanities begins.
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\*All dates are inclusive dates.

+ Graduate students taking undergraduate courses must follow the undergraduate calendar.

## HISTORICAL PERSPECTIVE

On January 12, 1777, six months after the signing of the Declaration of Independence, a cross was planted at a site in the present city of Santa Clara by a Franciscan Padre, Tomas de la Pena, to mark the founding of the eighth of California's original twenty-one missions, Santa Clara de Assis.

Three quarters of a century elapsed before the University of Santa Clara or Santa Clara College as it was first known, opened its doors as an institution of higher learning. In the intervening years, however, the Mission served as a spiritual center and school for the Indians.

In 1851, the new Dominican bishop of San Francisco, Joseph Sadoc Alemany, asked the Jesuit Father John Nobili, formerly of the Oregon Missions, to begin a college at the Mission of Santa Clara. During the first academic year, 1851-52, Father Nobili and a faculty of three other Jesuit priests and four competent lay professors gave instruction to twenty-six students in arts, sciences, music and drama.

April 28, 1855, Santa Clara College received its charter from the State of California.\* Slow but steady growth followed and distinguished graduates became prominent members of California life. However, it was not until the Schools of Law and Engineering were founded in 1912 and the courses in the Humanities and Sciences were expanded that the College became the University of Santa Clara.

Meeting the demands of urban growth in the Santa Clara Valley, the courses in commerce and finance were likewise amplified in 1926 and the University's School of Business Administration began. The Graduate School of Business and Administration was started in 1958 in recognition of the continuing important growth of the region as a business and financial center.

From the 1930's through World War II, the University's enrollment was relatively stable. With the return of many war veterans came an enlarged student body, new resources and an expanded curriculum that led Santa Clara into a new era of rapid growth and development.

From the post-war period to the present, the face of the campus has been changing and expanding. Thanks to the generous support of many friends, nineteen buildings have been added and, today, two new facilities—the Louis B. Mayer Theatre and the Student Activities Center—are in various stages of planning and construction.

In 1961 the University announced a major change in policy and accepted women students for the first time in its 110 year history and quickly became fully coeducational.

Although the student body has grown rapidly in the past decade, it has been held at a relatively small size—3000 undergraduates and 2900 graduate and law students.

In the same decade the number of courses taught has more than doubled and there has been a proliferation of opportunities for individual study and research, including off-campus work/study programs.

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\*THE UNIVERSITY'S LEGAL NAME is: *The President and Board of Trustees of Santa Clara College* to which should be added, *A Corporation, located at Santa Clara, California*. For the information of individual, corporation and foundation donors who wish the tax-benefits of their gifts and grants, the University is classified by the Internal Revenue Service as a 501(c) (3) (ii) tax-exempt organization and also as not a private foundation under Section 509(a) of the IRS code.

In 1964 the University adopted an academic plan and calendar which divides the school year into three eleven-week terms and limits the number of courses a student may take to three or four in each quarter period.

As an independent, tuition and gift supported university, Santa Clara has been able to accomplish change in ways that reflect its traditional concern for the individual student and for values in education.

## LOCATION

The University of Santa Clara is 46 miles from San Francisco near the southern tip of the Bay in an area that is rich in opportunities for learning. The campus is situated in the midst of one of the nation's great concentrations of high-technology industry and of professional and scientific activity. Many nearby firms and social agencies are world leaders in the search for solutions to man's most critical problems. The cultural and entertainment centers of San Francisco, Berkeley, Oakland and Marin County are within one hour's travel by bus, train or car. In the opposite direction, about thirty minutes away, are the beaches of Santa Cruz on the Pacific Ocean, and less than two-hours drive from the campus is world-famous Monterey Peninsula and Carmel.

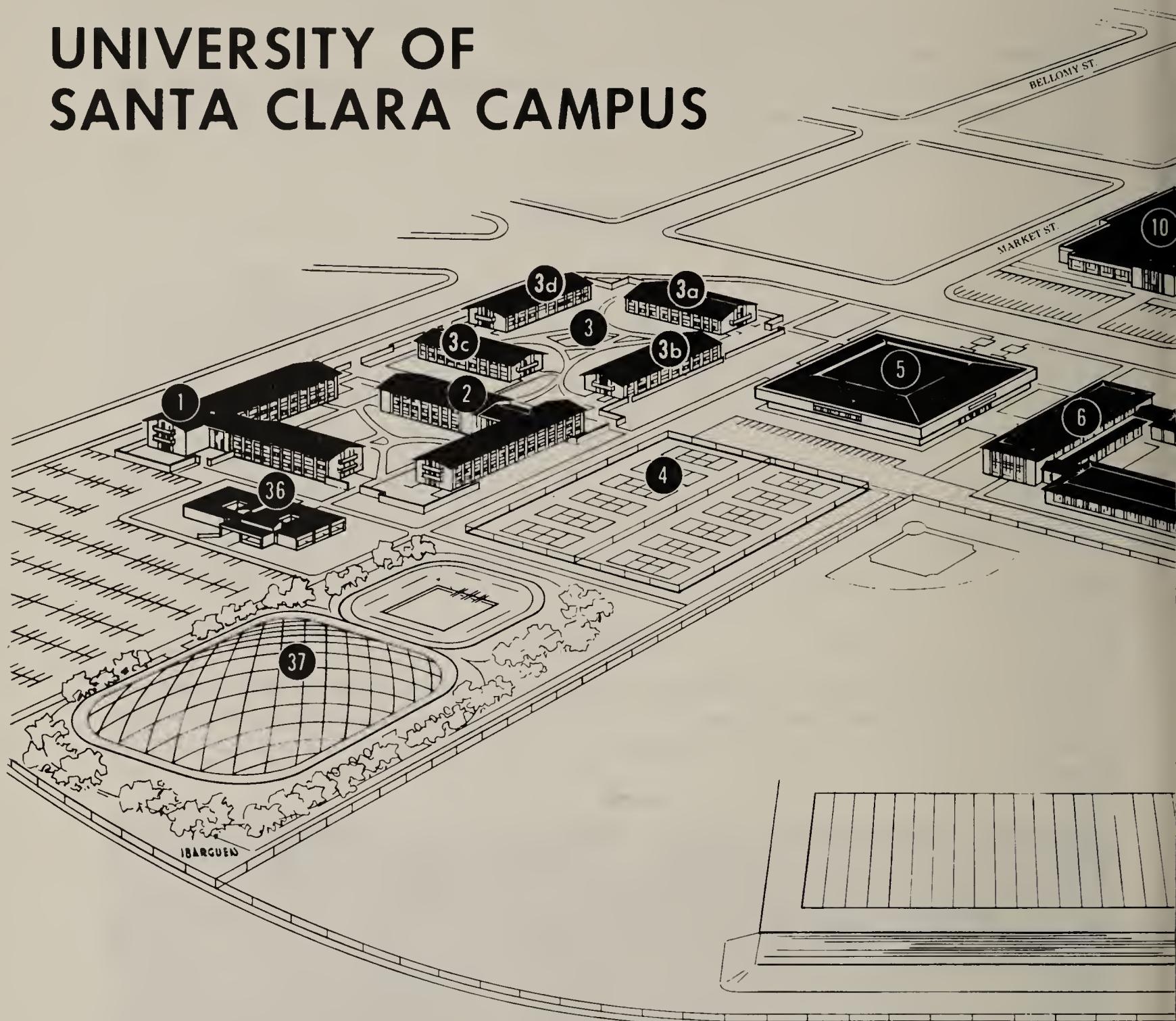
The University is accessible by major airlines via San Jose Municipal Airport just three miles away and via San Francisco and Oakland International Airports.

## Climate

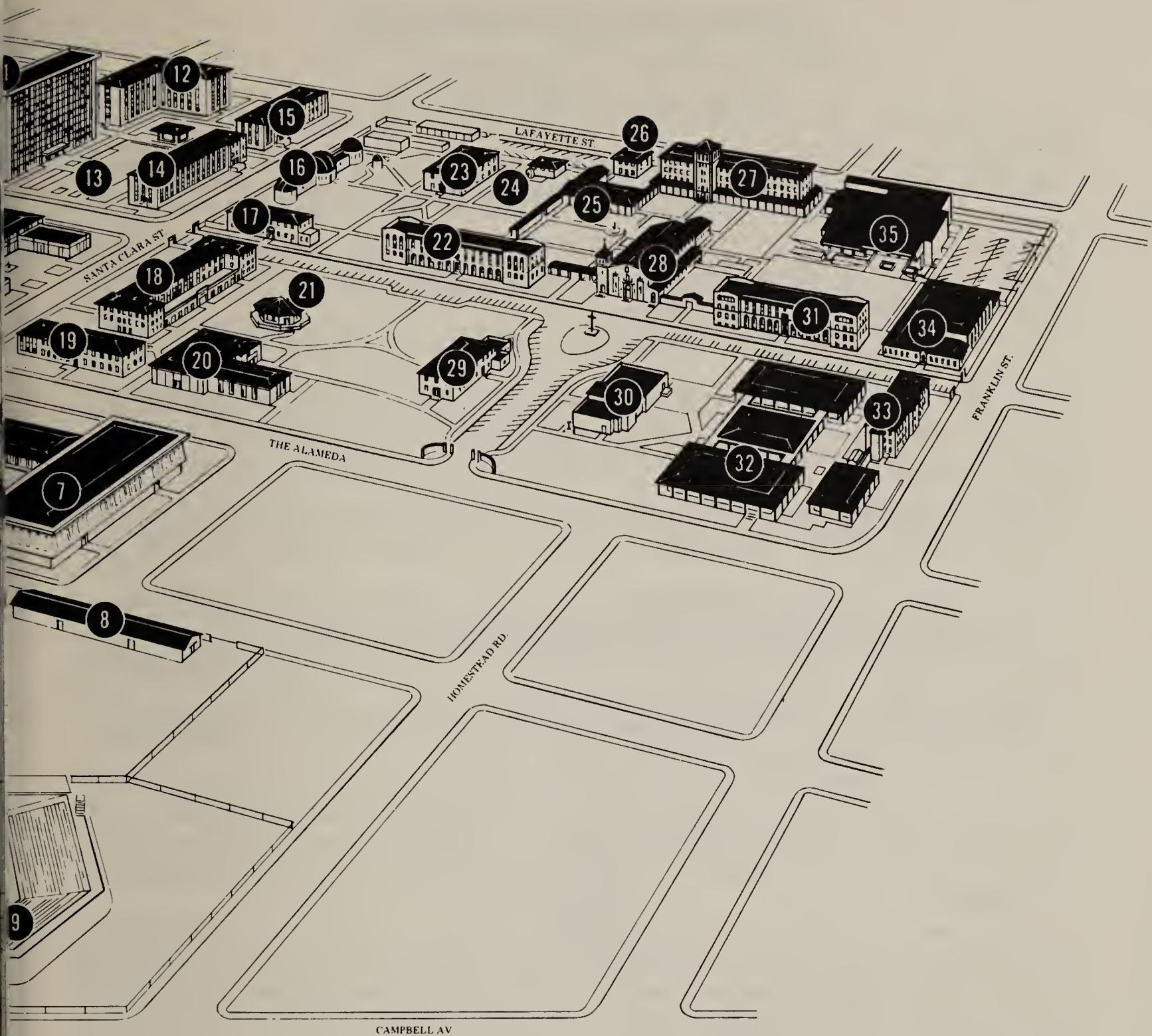
Santa Clara has a moderate Mediterranean climate. Over a period of 67 years the average maximum temperature was 71.4° and the average minimum 41.6°. The sun shines an average of 293 days a year and the average annual rainfall is about 15 inches.



# UNIVERSITY OF SANTA CLARA CAMPUS



- 1 Sanfilippo Residence Hall
- 2 Campisi Residence Hall
- 3 Graham Residence Center
- A Strub Hall    C O'Neill Hall
- B Swig Hall    D Hancock Hall
- 4 Campus Tennis Courts
- 5 Michel Orradre Library
- 6 Sullivan Engineering Center
- 7 Bannan Classroom Building
- 8 Athletic Field House
- 9 Buck Shaw Stadium
- 10 Benson Memorial Center
- 11 Benjamin Swig Residence Hall
- 12 Dunne Residence Hall
- 13 John Kennedy Mall
- 14 McLaughlin Residence Hall
- 15 Walsh Residence Hall
- 16 Ricard Memorial Observatory
- 17 Donohoe Infirmary
- 18 Kenna Hall - School of Business



- 19 Bergin Hall - School of Law
- 20 Heafey Law Library
- 21 Publications Center
- 22 St. Joseph's Hall - Jesuit Residence
- 23 Varsi Hall
- 24 Restrooms
- 25 Adobe Lodge - Faculty Club
- 26 Service Building
- 27 Nobili Hall
- 28 Mission Santa Clara

- 29 Walsh Administration Building
- 30 De Saisset Art Gallery & Museum
- 31 O'Connor Hall
- 32 Daly Science Center
- 33 Alumni Science Hall
- 34 Seifert Gymnasium
- 35 Mayer Theatre

#### **Proposed Buildings**

- 36 Cowell Student Health Center
- 37 Student Activities Center

# **General Information**

## **AIMS AND OBJECTIVES**

The University of Santa Clara is an institution of higher learning founded by the Jesuit Fathers in 1851. The University is governed by a Board of Trustees of laymen and Jesuits.

Its principal objective is to provide superior undergraduate education in the liberal arts, in the sciences and in the professions of business and engineering to a student body of limited size and of high ability.

It also offers selected graduate programs in business, engineering, law and humanities and sciences.

It presents programs in theology, scripture, and other religious studies which include the major religious traditions but with emphasis on the Catholic tradition.

It encourages research as an important part of graduate and undergraduate education.

It encourages experimentation and innovation in teaching methods and curriculum to make the education more relevant to contemporary society and the needs of modern man.

It welcomes professors and students of all races, religions, and national origins.

It provides special assistance to disadvantaged students, not only to help solve social injustice, but also to diversify the student body in a way that will better prepare all the students to contribute to a pluralistic society.

Within this diversity it offers the opportunity for spiritual growth in private life and in the Christian community and worship which it fosters.

It is a scholarly community in which students, professors and administrators, united in the search for truth, are actively involved in the formulation and implementation of institutional policy, and share responsibility for creating and maintaining an atmosphere in which all have freedom to learn, freedom to inquire and freedom to express themselves.

Santa Clara recognizes the importance of bringing to students, professors and the community at large, current and influential thought from the mainstream of contemporary life in philosophy, literature, science, the arts, politics, religion and other cultural areas through public discussion, seminars, conferences and exhibitions. These will not necessarily reflect the University position, nor agree with majority opinion, and they will not constitute an endorsement since they may represent divergent views.

Board of Trustees  
University of Santa Clara  
November 19, 1968



## THE GRADUATE SCHOOL OF THE COLLEGE OF HUMANITIES

Although the College of Humanities of the University of Santa Clara considers its primary purpose to be that of providing the very best liberal education for the undergraduate student, it also recognizes the growing need in society for advanced professional and graduate degrees, especially in the field of general education.

Graduate study, therefore, in the College of Humanities is designed to qualify candidates for a California Teaching Credential, the Standard Designated Credential with specialization in Pupil Personnel Service, the Master of Arts in Education, the Master of Science degree in the Teaching of Mathematics, and the Master of Arts in English, in History, in Counseling Psychology.

The Master of Arts in Education includes specialized programs in the teaching of English, History, Reading, and in Learning Disabilities.

The Master of Arts programs in English and in History are designed to provide the candidates with a comprehensive knowledge of their subject fields and to instruct them in the techniques of scholarly research. Successful candidates ordinarily proceed to faculty appointments in the community college or to doctoral studies at another institution.

The Master of Science in the Teaching of Mathematics is a program offered conjointly by the departments of Education and Mathematics and is designed for both prospective and experienced teachers of Mathematics in secondary education and in community colleges.

The Master of Arts in Counseling Psychology is a specialized program offered by the Department of Education.



## COUNSELING SERVICES

A variety of counseling services are conveniently available to all students. The University Chaplain and his assistants provide religious guidance in personal interviews. The deans of the Colleges and Schools and the professors of the student's major department usually provide for the academic counseling of the students.

The University Counseling Center is complementary to, and supportive of, the total university counseling, guidance and advisement effort. A professional staff of psychologists and guidance specialists is available to aid the students in dealing with academic, occupational planning, and personal-social problems which may confront them as maturing men and women. Counseling and testing procedures are used that are appropriate to the student's needs. The fundamental objective of these services is to enable the student to use his own resources in dealing with the problems he confronts.

## **STUDENT HOUSING**

The University maintains twelve dormitories for undergraduate students living on campus. These provide as homelike an atmosphere as possible within the framework of the University's educational requirements.

Dormitory space is open to graduate students only on a space-available basis after undergraduate requirements have been met. Inquiries should be sent to: Director of Housing, University of Santa Clara.

## **SUMMER SESSION**

Graduate-level summer courses in the College of Humanities are offered by the Departments of Education, History, English, and Mathematics.

Institutes and workshops of one to seven weeks duration are presented in education, counseling, writing, mathematics, political and social science. These are of particular value to teachers and graduate students.

Further information may be obtained from the Summer Session Office.



## **UNIVERSITY ACCREDITATIONS AND MEMBERSHIPS PERTINENT TO THE GRADUATE SCHOOL OF HUMANITIES**

Accredited by the Western Association of Schools and Colleges  
Member American Council on Education  
Member Council of Graduate Schools in the United States  
Member Association of American Colleges  
Accredited by the California State Board of Education

## **RIGHTS RESERVED**

The curriculum and regulations affecting students may be revised at any time at the discretion of the University administration.

# **Graduate Programs**

## **Admissions Information**

### **GENERAL ADMISSION REQUIREMENTS**

Admission to the Graduate Division of the College of Humanities is open to students who hold a bachelor's degree from an accredited institution of higher learning, who have demonstrated superior scholastic aptitude, and who have given evidence of good citizenship and of moral character. All applicants must have had at least a "B" average in their undergraduate work.

A substantial amount of previous graduate work with a 3.00 grade point average will in certain cases compensate for a grade point deficiency in undergraduate work.

A student who has been disqualified in any college or school of the University of Santa Clara is ineligible for admission to the College of Humanities.

Foreign students must demonstrate ability to speak and write English fluently and correctly.

Evidence of good citizenship and moral integrity, if requested, is ordinarily provided by letters of recommendation. Such letters are not required of applicants holding a bachelor's degree from the University of Santa Clara.



### **Admissions Process**

The applicant may file his application form at any time.

No action can be taken by the Committee on Admissions until official transcripts of the applicant's previous academic work have been received. Absolutely essential are transcripts from the institution which awarded the applicant his bachelor's degree and those from institutions in which the applicant has done graduate study. The applicant is responsible for seeing that these transcripts are sent directly to the Office of the Dean of Graduate School of Humanities.

Once the application form and transcripts have arrived, the Committee on Admissions will accept or reject the applicant. Notice is sent by mail at once. No specific reasons will be given in the case of rejection and no information will be given by telephone.

Non-matriculated or special students, i.e., those not seeking a degree from the University but wishing to take certain courses in the Graduate School, should file special admission forms in the Office of the Dean within one week before the beginning of the term. A five-dollar service fee will be charged to cover costs of keeping records.

## ENTERING NEW COURSES

Students may enter a course for the first time only during the first week of classes of the term.

## TRANSFERRAL OF CREDIT

Up to nine units (equivalent to three courses at Santa Clara) of graduate credit may be transferred from other accredited institutions of higher education to be applied toward the master's degree at the University of Santa Clara, providing the following stipulations are met:

- a) Grades of A or B must have been earned in the graduate courses that are being considered.
- b) Only those courses that could normally appear on the student's program contract at Santa Clara are eligible for transfer credit.
- c) Extension and Continuing Education credits are, under usual circumstances, ineligible for transfer credit. Workshops, weekend courses, and district in-service courses are ineligible for transfer credit.
- d) Only academic work is to be considered for transfer credit. Work experience, missionary experience, teaching experience, and similar experiences are not appropriate for granting graduate credit at Santa Clara.
- e) Graduate work that was completed five or more years prior to the date appearing on the student's program contract are, under usual circumstances, ineligible for transfer credit. At the advisor's discretion, a particular course that is five years or older may be required to be repeated.

## LEAVE OF ABSENCE OR WITHDRAWAL

When a student withdraws from the University or from a class, he must fill out a Withdrawal Form and report to the Director of the Graduate Division. This cannot be done by mail or by telephone but must be done in person.

A matriculated student who interrupts his course of studies for up to one year need not re-apply on his return. *Summer session is not considered a "term."*

A matriculated student who interrupts his course of studies for more than one year must withdraw from the University. In order to return, he must file a new application form, but without fee. Such application forms should be filed at least one month before term registration.

Withdrawal forms are obtainable in the Office of the Registrar. Students who interrupt their course of studies and fail to file a withdrawal form are liable to be refused re-admission.

Non-matriculated or special students must file forms in the Office of the Dean each and every time they wish to register for a term.

## **INCOMPLETES**

A student's work may be reported incomplete if, due to unavoidable circumstances, some essential portion of his work in the course remains unfinished after the final examination. An incomplete becomes a failure unless the unfinished work is completed to the satisfaction of the instructor within one year after the beginning of the next regular term.

## **GENERAL REQUIREMENTS FOR A GRADUATE DEGREE**

The minimum number of graduate quarter-units of credit required for the Master of Arts degree or for the Secondary Credential is 45. The maximum is 60. Course requirements are described under each program heading in the following pages.

For the Master of Arts degree, for the M.S.T.M. and for the Secondary Credential the candidate must maintain a 3.00 grade point average.

Any student who fails to maintain the required grade point average may be disqualified.

No more than nine quarter-units of credit earned as a non-matriculated student may be applied toward a degree program.

No student will be permitted to carry more than 15 graduate quarter units in a single term. No student may carry more than nine quarter hours during the summer session at Santa Clara. Any student carrying less than nine quarter hours will be considered a part-time student.

All requirements for any degree must be completed within a five-year period.

## **CHALLENGING COURSES**

Under certain conditions, with the approval of the instructor, program director, and dean, students may challenge a course. Credits earned by challenge, however, will not fulfill degree or credential requirements.

## **MARKING SYSTEM**

A student's grade of scholarship is given according to the following marks:

A	Excellent	D	Inferior	P	Pass
B	Good	F	Failure	N/P	No credit
C+	Above Average	I	Incomplete	+	Credit
C	Satisfactory	W	Withdrawal	—	No credit

To determine a numerical average, 4 grade points are assigned for each A, 3 for a B, 2.5 for a C+, 2 for a C, 1 for a D, and 0 for an F. To arrive at the grade-point average, the total earned grade points are divided by the number of courses which have been undertaken. A C average is 2.0.

# **GRADUATE PROGRAMS**

## **DEPARTMENT OF EDUCATION**

### **THE TEACHER EDUCATION PROGRAM**

*Director: Jo Ann Vasquez, Ph.D., Assistant Professor of Education*

#### **Purpose**

The Teaching Credential Program is designed to meet California State Credential requirements for teaching grades K through 12 under the California Teacher Preparation and Licensing Law of 1970, commonly known as the Ryan Act. The University of Santa Clara is approved by the Commission for Teacher Preparation and Licensing to recommend qualified candidates for multi-subject and single-subject credentials. Detailed information concerning the credential itself appears at the end of this section (see p. 19).

*Please note the distinction between the Pre-Service Teaching Credential Program and the In-Service Teaching Credential Program:*

The Pre-Service Program is designed for undergraduate and graduate students who have not had teaching experience, nor have completed a course in directed teaching. The student must begin this program in the Fall Quarter.

The In-Service Program is designed for teachers who have already completed their directed teaching or have been employed as teachers and are seeking to complete the required fifth year for a Life Credential.

Since the California Teacher Preparation and Licensing Law of 1970 is in the process of being implemented, prospective Pre-Service and In-Service Program candidates are advised to contact the Director of Teacher Education regarding their respective programs.

#### **Admission Requirements (Graduate Students, Pre-Service Program)**

Admission requirements for the credential program are as follows:

1. Academic achievement: the candidate must have an overall grade point average of 2.75 and a 3.0 in his major. The candidate must possess an acceptable major, that is, one which the University of Santa Clara is approved to recommend for a credential.
2. Mental, emotional, and physical fitness.
3. A positive attitude toward the teaching profession and its responsibilities.
4. A demonstrated competence in reading, writing, and speaking English as attested to by coursework or at least two full-time faculty members.
5. A written statement confirming absence of criminal conviction that would preclude the issuance of a credential.
6. Written recommendations: three letters of recommendation from any of the following:

University of Santa Clara professors from the student's major field, former employers, professional persons, teacher in elementary or secondary schools under whom the student has completed practicum work.

7. Interviews: with the Director of Teacher Education and another full-time faculty member of the Education Department.
8. Verification of successful practicum work and/or experience with children or youth groups.

Final Deadline for admission: May 1, for Fall Quarter entry.

Since the Pre-Service Program is limited in enrollment, accepted candidates must reserve a place in the program by depositing \$50 before June 1. This non-refundable deposit will be applied to the candidate's tuition.

## **PRE-SERVICE PROGRAM**

The Pre-Service Program is designed to maximize experience in the schools, and to integrate theory with practice. The program requires enrollment as a full-time student and includes 1) experience in the classroom, 2) foundation core studies, and 3) supportive course-work to meet specific needs. Courses required of all Pre-Service students:

ED 320, 321, 322

The experiential sequence provides for full-morning participation in classrooms in the public schools throughout the program.

ED 250, 251, 252

This foundation sequence draws from the disciplines of philosophy, psychology and curriculum. Attention is focused on topics related to the teaching-learning process.

ED 234 and 284 for multi-subject candidates; ED 203 and 286 for single-subject candidates.

This reading sequence is composed of appropriate reading and literature courses for multi-subject and single-subject candidates. These reading courses involve field experience.

Additional courses may be recommended according to the student's level of specialization.

## **IN-SERVICE PROGRAM**

A program of studies for each individual student will be prepared in consultation with the Director of Teacher Education. The program is designed for students who already have teaching experience and/or education courses. The program *does not* include the educational foundations sequence (ED250, 251, and 252) nor the experience sequence (ED320, 321, and 322). The program will total 45 quarter units beyond the

B.A. degree. In-service candidates must take a minimum of 24 quarter units at Santa Clara. Candidates may wish to consider applying for admission into one of Santa Clara's M.A. programs in order to satisfy two objectives (credential and M.A. degree).

The program may be completed on a part-time basis, as all courses in the In-Service program are offered late afternoons and evenings. Applicants are accepted during any quarter.

Courses required of *all* In-Service students:

ED200 Psychology of Interpersonal Communications

ED270 Basic Issues in Education

and one of the following:

ED214 Psychology of the Young Child

ED215 Psychology of Family and Youth

ED217 Social Learning Theory

ED218 Psychology of Human Development

Additional courses to complete a total of 45 quarter units may be selected from the following courses:

ED201 Diagnosing Reading Abilities

ED202 Prescribing for Reading Growth in Individual Students

ED214 Psychology of the Young Child

ED215 Psychology of Family and Youth

ED217 Social Learning Theory

ED218 Psychology of Human Development

ED220 Concepts of Research Methods and Statistical Analyses

ED226 Principles and Procedures of Guidance

ED229 Introduction to Learning Disabilities

ED230 Guidance of Exceptional Individuals

ED231 Assessment of Learning Disabilities

ED232 Prescription for Learning Disabilities

ED234 Curric. & Instruction in Elem. Schools: Reading & Lang. Arts

ED272 Culture, Conflict, and the Individual

ED281 Reading: Process and Psychology (prereq: 283 or 284)

ED283 Reading in the Secondary Schools

ED284 Reading in the Elementary Schools

ED285 Children's Literature

ED286 Adolescent Literature

ED288 Research in Reading (prereq: 220)

Any upper division academic course is applicable.

# TEACHING CREDENTIAL INFORMATION

The Teacher Preparation and Licensing Law of 1970, commonly referred to as the Ryan Act, provides specific requirements for those prospective teacher candidates who cannot fulfill existing requirements by September 15, 1974, and who are not on the Fischer Control List.

The minimum requirements for the Single-Subject and Multi-Subject Credentials are as follows:

- 1) A baccalaureate degree or higher degree, except in professional education, from an approved institution.
- 2) A fifth year of study to be completed within five years of the first employment of the certified employee.
- 3) An approved program of professional preparation.
- 4) Passage of a subject-matter examination, or holding a baccalaureate degree when the subject matter of the degree is the same as one of the subject matter examination categories.
- 5) Demonstration of a knowledge of the various methodologies of teaching reading by successful completion of an approved program of study (not to exceed ten quarter units) or passage of an approved reading examination.

## *I. Single-Subject Credential Program*

Under the Ryan Act, there is no longer a Secondary Credential; in its place is the "Single-Subject Credential" which will allow its holder to teach only in a specific subject area. The law has specified 14 such areas: 1) English, 2) Physical Science, 3) Mathematics, 4) Social Science, 5) Industrial Arts, 5) Physical Education, 7) Business, 3) Music, 9) Art, 10) Home Economics, 11) Foreign Languages, 12) Life (natural) Science, 13) History, 14) Government.

## *II. Multi-Subject Credential Program*

Under the Ryan Act, there is no longer an Elementary Credential; in its place is the "Multi-Subject Credential" which qualifies the holder to teach any subjects in a self-contained classroom from the Kindergarten through 12th Grade. To fulfill academic requirements for this credential, undergraduates can be declared humanities majors. A pre-designed program includes a minimum of 126 quarter units, with approximately seven courses taken in each of the following areas:

- 1) English and communication studies, 2) mathematics and science, 3) social sciences, and 4) humanities and fine arts. Students who do not wish to become humanities majors, but wish to obtain a Multi-Subject Credential, will be required to take the Commons Examination which consists of English, social studies, and mathematics and science. In addition to professional education courses, students will be required to accomplish student teaching, and a knowledge of teaching methodology in reading must be demonstrated either through completing a course or passing an examination.

A student who wishes to qualify for a Multi-Subject credential and follow another major, may do so by meeting the course requirements for the humanities major, in addition to his major course requirements.

Note that the requirements will be the same as for a declared humanities major, i.e., 7-8 courses in (1) English and communications, (2) social sciences, (3) humanities and fine arts, and (4) mathematics and science.

When the student completes the above requirements, the registrar will note this on the student's transcript. The student will be exempt from the Commons Examination.



# THE MASTER OF ARTS IN EDUCATION

The Master of Arts in Education is a professional degree in Learning Disabilities, Reading, and in the teaching of English and History. The Master of Science degree in the Teaching of Mathematics is an equivalent degree in the teaching of secondary school mathematics.

The M.A. in Education degree specializing in Learning Disabilities is designed to develop specialized competencies for regular classroom teachers of all grade levels, as well as preparing teachers who function in specialized, low enrollment learning disabilities classrooms.

The M.A. in Education degree specializing in Reading is designed to aid teachers who wish to become a California State Reading Specialist as well as those who intend to be reading consultants and to administer reading clinics in school districts. The degree is recommended for the professional growth of both elementary and secondary school teachers.

As a graduate program for teachers who already hold the State credential, the Master's Degree in Education provides a concentration in the candidate's teaching field and a specified core of graduate courses in professional education.

Specific requirements and prerequisites in each program within the Master of Arts in Education degree are listed below.

## English

*Director:* Francis X. Duggan, Ph.D., Professor of English

### Prerequisites

An Undergraduate English major or at least 30 quarter hours of credit in upper-division English courses, including courses in Chaucer, Shakespeare, American literature, and period surveys in English literature; a state secondary teaching credential; the equivalent of two years of full-time teaching or 60 quarter hours of graduate work (15 quarter hours beyond the 45 quarter hour minimum for the M.A.); a 3.00 g.p.a. in all upper-division work.

### Requirements

1) A minimum of 25 quarter units of graduate credit in English beyond the normal requirements for the undergraduate major in English. Three of the five-unit courses must be graduate courses (200's); the other two may be upper-division undergraduate courses (100's). Required are: English 104 or 105 or 106 or 202; 101 or 102 or 103; 173 or 174; and any two other graduate seminars. Students may transfer up to 10 quarter hours of graduate work into the program. Candidates who wish to apply for a Community College Credential must take two more graduate seminars in English and one more upper-division course in English in order to exceed the state requirement (36 qtr. hrs.—a minimum of 18 hrs. in graduate seminars and no more than 18 hrs. in upper-division courses).

2) *Education Requirements:* 12 quarter hours, including ED200: Psychology of Interpersonal Communications, ED270: Basic Issues in Education, and one of the following:

- ED214 Psychology of the Young Child
- ED215 Psychology of Family and Youth
- ED217 Social Learning Theory
- ED218 Psychology of Human Development

The remaining three-quarter units may be selected from any 200 graduate level courses in Education

## **History**

*Director:* Miles M. Merwin, Ph.D., Assistant Professor of History

### **Prerequisites**

A state secondary teaching credential; a bachelor's degree with a major in History or 30 upper division quarter units in History; two year's experience of full-time teaching or equivalent.

### **Requirements**

1) *History:* A minimum of 25 units beyond the normal requirements for the undergraduate major. Fifteen of these twenty-five must be in graduate courses (200's); the remaining ten may be in upper division. Those seeking community college credentials must also take two additional 200 level courses and one additional 100 level course. Up to ten units of graduate work in History may be transferred into the program.

2) *Education Requirements:* 12 quarter units, including ED200: Psychology of Interpersonal Communications, ED270: Basic Issues in Education, and one of the following:

- ED214 Psychology of the Young Child
- ED215 Psychology of Family and Youth
- ED217 Social Learning Theory
- ED218 Psychology of Human Development

The remaining three-quarter units may be selected from any 200 graduate level courses in Education.

## **Learning Disabilities**

*Acting Director:* Kenneth E. Blaker, Ph.D., Associate Professor of Education

### **Prerequisite**

State Teaching Credential

### **Requirements**

Forty-five to sixty quarter units beyond the credential, depending upon prior experience and/or graduate study.

Required courses:

- ED200 Psychology of Interpersonal Communications
- ED201 Diagnosing Reading Abilities
- ED234 Curric. & Instr. in Elem. Schools: Reading & Lang. Arts
- ED229 Introduction to Learning Disabilities
- ED231 Assessment of Learning Disabilities
- ED232 Prescription for Learning Disabilities
- ED270 Basic Issues in Education
- ED332 Practicum: Learning Disabilities

Electives chosen in consultation the program Director complete the program contract. Electives are selected from courses available in the areas of learning disabilities, counseling, reading, psychology, research methods and curriculum.

## **Reading**

*Director:* Iris M. Tiedt, Ph.D., Assistant Professor of Education

### **Prerequisites**

1. A California teaching credential
2. Teaching experience
3. Completion of an approved course on reading methods for the classroom teacher or a passing score on the State Teaching of Reading Examination.
4. Completion of a basic course in linguistics

### **Requirements**

A minimum of 45 quarter units including the following coursework:

Foundations and Skills

ED200 Psychology of Interpersonal Communications

ED220 Concepts of Research Methods and Statistical Analysis

ED270 Basic Issues in Education

ED214 Psychology of the Young Child

or

ED215 Psychology of Family and Youth

Professional Sequence

ED283 Reading in the Secondary Schools

or

ED284 Reading in the Elementary Schools

ED285 Children's Literature

or

ED286 Adolescent Literature

ED201 Diagnosing Reading Abilities

ED202 Prescribing for Reading Growth in Individual students

ED281 Reading: Process and Psychology (Prerequisite: ED283 or 284)

ED288 Research in Reading (Prerequisite: ED220)

ED289 Administration and Supervision of Reading Programs

ED334 Practicum: Reading

Courses should be taken in the approximate order listed. Electives include ED310, Independent Study, ED399 Master's Thesis, and other graduate-level education courses.

# **MASTER OF ARTS IN COUNSELING PSYCHOLOGY**

*Director: William W. Yabroff, Ph.D., Associate Professor of Education*

The Master of Arts Degree in Counseling Psychology provides training for those who wish to counsel in institutional or private settings where the Master's Degree is part of their professional preparation. Such settings include public and private schools, community colleges, community agencies, private clinics and personnel work. For those who wish to counsel at the elementary, secondary or junior college level in the public school system, the program is designed to meet requirements of the State Credential in Pupil Personnel Services. For those seeking the State License in Marriage, Family and Child Counseling, the program is designed to meet the course requirements and partial fulfillment of the supervised experience required for the license.

Other professionals who are not concerned at the present time about specific licensing requirements find that the applied emphasis of the Santa Clara Program enhances their skills and understanding of interpersonal relationships to enable them to be more effective in their occupations.

## **Prerequisites**

The graduate program in counselor training is designed for those whose experience and background provide an adequate context for the application of concepts and skills toward the development of the helping relationship. Candidates will be evaluated in the light of their background and experience as well as previous academic performance. Acceptance will be determined by the faculty in the Counselor Education Program. The graduate program is primarily designed for the working professional. Courses are offered in the late afternoon and evenings. Students are encouraged either to continue in their present employment positions during the day or to find working situations where some application of counseling skills is possible. Preference will be given to those candidates whose working milieu provides such application.

## **Requirements**

Candidates for the Master's Degree are required to complete a minimum of 45 quarter units. If the candidate's background in psychology foundations is weak, or if adequate work experience is lacking, additional units up to 60 will be required. Courses are selected by the student and advisor with the ultimate professional goal of the student in mind.

Candidates whose professional goals include the standard Designated Services Credential in Pupil Personnel Services for public school counseling, and those wishing to apply for the Marriage, Family and Child Counseling License will find required courses to be included in the programs listed below. Candidates who are not concerned with licensing requirements and wish to obtain the Master's Degree for counseling in related areas such as probation, pastoral counseling, employment counseling and so forth will also find required courses for the Master's Degree—General Counseling Program listed below:

Required courses for M.A. Degree with specialization in School Counseling:

- ED200 Psychology of Interpersonal Communications
- ED219 Psychology of Group Counseling
- ED226 Principles and Procedures in Guidance
- ED229 Introduction to Learning Disabilities OR
- ED230 Guidance of Exceptional Individuals
- ED270 Basic Issues in Education
- ED300 Psychology of Career Development
- ED307 Measurement for Guidance
- ED330 Counseling Practicum—School

Required courses for M.A. Degree with specialization in Marriage, Family and Child Counseling:

- ED200 Psychology of Interpersonal Communications
- ED214 Psychology of the Young Child
- ED215 Psychology of Family and Youth
- ED217 Social Learning Theory
- ED219 Psychology of Group Counseling
- ED227 Counseling Process and Problems
- ED229 Introduction to Learning Disabilities OR
- ED230 Guidance of Exceptional Individuals
- ED306 Diagnostic Testing
- ED311 Psychology of Marriage Counseling
- ED315 Advance Seminar in Family Counseling
- ED333 Counseling Practicum—Marriage and Family
- (ED272 Culture, Conflict and the Individual is strongly recommended)

Required courses for M.A. Degree—General Counseling Program:

- ED200 Psychology of Interpersonal Communications
- ED219 Psychology of Group Counseling
- ED227 Counseling Process and Problems
- ED229 Introduction to Learning Disabilities OR
- ED230 Guidance of Exceptional Individuals
- ED300 Psychology of Career Development

Select one from: ED 220 Concepts of Research Methods and Statistical Analysis

- ED306 Diagnostic Testing
- ED307 Measurement for Guidance

A GRADE-POINT AVERAGE OF 3.00 (B OR BETTER) IS REQUIRED IN THE INTERPERSONAL COMMUNICATION COURSE AREA (ED200, 219 AND 227) IRRESPECTIVE OF GRADES EARNED IN OTHER COURSES. STUDENT FALLING BELOW A B IN THIS AREA WILL BE DISQUALIFIED FROM THE PROGRAM. A 3.00 (B or better) grade-point average is required in all other course areas. Students falling below this average will be placed on probation with the understanding that the deficiency will be compensated for within the following two quarters, in which event the student will be allowed to continue in the program.

## **Sequencing of Courses**

For all programs, ED200, 219 and 227 should be taken within the first 15 units. ED226 (for school counselors) should be taken at the beginning of this program. The practicums, ED330, 331 and 333 may not be taken until the student has completed ED200, 219 227, plus sufficient course work and/or has had a background of qualifying experiences to make the practicum a meaningful undertaking. For the sequencing of courses and program planning, the student should formulate the total program with a faculty advisor sometime during the first or second quarter of study.



# MASTER OF SCIENCE IN TEACHING MATHEMATICS

*Director:* David E. Logothetti, Ph.D., Assistant Professor of Mathematics

## Prerequisites

An undergraduate major in Mathematics or a substantial minor (an elementary calculus sequence plus at least two upper division mathematics courses).

## Requirements

- 1) Mathematics: 35 quarter units of approved upper division or graduate Mathematics courses, including 172: Problem Solving; 270-271: Advanced Topics for Secondary Teachers; and 290: Thesis.
- 2) Education: Ten quarter units, including ED-209 Curriculum & Instruction in Mathematics (5 units). Prospective teachers would normally select these units from ED-108 History of Education, ED-112 Education in an Era of Change, ED-119 Psychology of Education, ED-321 and ED-322 Directed Teaching, or ED-325 Internship Seminar. Credentialed teachers, on the other hand, would select from ED-214, 215, 216, 217, 218, or 270 or any other upper division or graduate course.
- 3) Special provision will be made for students in the N.S.F. Summer Institute.

# MASTER OF ARTS IN ENGLISH

*Director:* Francis X. Duggan, Ph.D., Chairman, Department of English

## Prerequisites

An undergraduate major in English or at least 30 quarter units of upper division courses in English and American literature, including courses in Chaucer, Shakespeare, period surveys, and literary criticism or theory.

## Requirements

- 1) Courses: 45 quarter units of credit in English beyond the requirements for the undergraduate major. Twenty-five of these units must be in graduate courses or seminars (200's); the remaining 20 may be in upper division undergraduate courses (100's).
- 2) Language: The candidate must pass a written examination to demonstrate his reading knowledge of either French or German.
- 3) Examinations: He must pass a comprehensive examination in two periods of specialization. The titles he must prepare for the examination are given on the Graduate Reading List, copies of which are obtainable in the Office of the Director.
- 3) Thesis: All candidates for the Master of Arts in English may submit an acceptable thesis which may count as either 5 or 10 units of course work.

# THE MASTER OF ARTS IN HISTORY

*Director: Timothy J. O'Keefe, Ph.D., Chairman, Department of History*

## Prerequisites

An undergraduate major in History or its equivalent.

## Requirements

1. Courses: 45 quarter units of graduate credit in History beyond the normal requirements for the undergraduate major. Twenty-five of these units must be taken in graduate courses (200's); the remaining 20 may be taken in upper division courses (100's).

2. Language: The candidate must pass a written examination to demonstrate his reading knowledge of either French or German, or the language of the area of specialization.

3. Examinations: The candidate must pass a written comprehensive examination.

4. Thesis: All candidates may choose to present a thesis rather than take the comprehensive examination. The thesis must be accepted by the Department and defended by the candidate. History 300 (thesis) may be substituted for 5 or 10 units of graduate course work.



# **Financial Information**

## **TUITION AND FEES**

Application Charge..... \$20.00

This charge is to be sent with each application form and is not refundable.

Registration Fee..... 5.00

This fee is payable each quarter of registration regardless of the number of units for which the student is registered. The fee is not refundable.

Tuition, per graduate quarter unit..... 45.00

Tuition, per undergraduate term course..... 225.00

Graduation fee for those receiving the Master's Degree..... 25.00

Graduation fee for those receiving the teaching credential ..... 15.00

### **Refund of Tuition**

Any student withdrawing during the first week of the term; i.e., seven days after the first scheduled class meeting, will receive a refund of one-half of the tuition. No other refunds will be authorized. The date on which written notice of withdrawal is received by the Dean of the School of Humanities will determine the refund, not the date of last attendance by the student.

No refunds will be made by virtue of curtailment of services brought about as a result of strikes, acts of God, civil insurrection, riots or the threat thereof, or other causes beyond the control of the University.

## **Financial Aids**

Financial assistance at the University of Santa Clara is awarded on the basis of demonstrated leadership and character, superior academic record, and financial need. Assistance generally is categorized as scholarships, loans, deferred payment plans and jobs.

### **Loans**

Because scholarships and grants are limited, many students applying for aid find the most advantageous method of financing their education through a loan program. Among those available to students of the Graduate School of Humanities are the National Defense Student Loan program, United Student Aid Funds Inc., and Federally Insured Loans. Application forms and further information may be obtained from the Office of Financial Aids, University of Santa Clara.

### **Scholarships and Fellowships**

California State Graduate Fellowships. California residents who have need of monetary assistance and who intend to teach in higher education are eligible. These scholarships pay tuition and mandatory fees:

Edwin J. Brown Fellowship. A perpetual fellowship provided by a gift from Edwin J. Brown, Professor Emeritus of Education. This fellowship provides full tuition and cash proceeds from the endowment. It is awarded annually to a male, full-time graduate student in the Teaching Credential program.

*Qualifications:* Besides the conditions laid down by the donors, all scholarships administered by the University are subject to the following conditions:

1. In selecting students for scholarship benefits, evidence of financial need is required. From the applicants who satisfy this requirement, preference will be given to students with higher scholastic attainments.
2. A student who holds a scholarship must file a petition for renewal each year. Petitions for new or renewed scholarships by students already in attendance at the University must be submitted before January 15.
3. Scholarships may be cancelled at any time for serious infractions of the rule and regulations of the University.
4. As a general rule, undergraduate applicants receive priority considerations for the different financial aids for which both graduate and undergraduate students are eligible to apply.

### **Assistantships and Internships**

1. Teaching assistantships are available to a limited number of candidates for the Master of Arts in English. The teaching assistant instructs in Freshman English and receives in return remission of tuition and an annual stipend of \$2,000. Application must be made directly to the Chairman of the Department of English, after acceptance in the Graduate School, by March 15.

2. Internships are available to candidates for the Master of Science in the Teaching of Mathematics. Apply to the director.

### **Veterans and Veterans' Dependents Assistance**

The University of Santa Clara is listed by the Veterans Administration as qualified to receive students under Chapter 34 (veterans), Chapter 35 (veterans' dependents—son or daughter with parent deceased or 100% disabled; widow of any person who died in the service or died of a service connected disability, or the wife of a veteran with a 100% service-connected disability) and Chapter 31 (rehabilitation). Those interested in attending under any of these chapters should contact the Veterans Administration Office in their locality to determine eligibility for benefits.

The State of California provides a program for children of veterans who are deceased or disabled from service-connected causes. Application should be made to the California Department of Veterans Affairs, 350 McAllister Street, San Francisco, Ca. 94102.

Information regarding these programs may be obtained from the University of Santa Clara veterans' counselor located in the Registrar's Office, Delia Walsh Hall.

# Courses

## Education

### Graduate Courses

#### **ED 200 PSYCHOLOGY OF INTERPERSONAL COMMUNICATIONS (3)**

The theory and process of interpersonal communication with laboratory training in the skills of effective listening, sending and confrontation, group discussion techniques, problem-solving and conflict resolution. The application of skills is relevant to the settings of the family, the classroom, personal counseling, or other settings where leadership is enhanced by open communication and good interpersonal relationships.

#### **ED 201 Diagnosing Reading Abilities (3)**

A course designed to provide an understanding of the conditions of learning as they apply to learning in general and reading specifically and consideration of learning disabilities in reading. Emphasis placed on diagnostic techniques. Field experience included.

#### **ED 202 Prescribing for Reading Growth in Individual Students (3)**

Emphasis is placed on following up diagnosis through designing individual prescriptions for students of all levels of ability in reading. Special attention is given to the needs of disabled learners. Field experience is included.

#### **ED 203 Curriculum and Instruction: Reading in the Secondary Schools (3)**

An *introductory course* designed for students in the Teacher Education program who plan to teach at the junior and senior high school levels. An overview of elementary reading instruction is provided as a base. Consideration of remedial needs for adolescent and mature students. Exposure to materials and equipment for teaching reading at the secondary level.

#### **ED 214 PSYCHOLOGY OF THE YOUNG CHILD (3)**

Examination of the basic theoretical formulations relating to child development from infancy through middle childhood. Practical implications for parents and teachers.

#### **ED 215 PSYCHOLOGY OF FAMILY AND YOUTH (3)**

This course concerns itself with the discovery and treatment of emotionally and socially maladjusted children with emphasis on the systems approach to counseling families. A study is made of the family, the school, and the community in relation to children's mental health. Opportunity is provided for observing and discussing the family counseling techniques which apply the principles and theories developed by Alfred Adler and Rudolph Dreikurs, the forerunners of conjoint family therapy.

**ED 216 PSYCHOLOGY OF ADULT BEHAVIOR (3)**

An experiential study of adult behavior in terms of personality integration and the search for meaning. The framework of psychosynthesis will be used to explore personal and transpersonal domains, the inner dialogue and the meanings of images and symbols. Personality theories and their relationship to an overall approach will also be discussed. A personal psychological journal will be kept during the course to apply both the concepts and the experiential material to one's own behavior. Designed for graduate students enrolled in the Counseling Psychology Program.

**ED 217 SOCIAL LEARNING THEORY (3)**

Critical examination and evaluation of learning theories in educational and counseling psychology. Applications of these learning theories to behavioral control and analyses in the classroom, family, and marriage.

**ED 218 PSYCHOLOGY OF HUMAN DEVELOPMENT (3)**

Survey of developmental theory, the principal changes in human behavior from birth to maturity. Problems of social, vocational, and family adjustment.

**ED 219 PSYCHOLOGY OF GROUP COUNSELING (3)**

An introductory laboratory training course in small-group dynamics. Techniques of small group leadership are supplemented by experience in group participation. Enrollment limited. ED 200 is a prerequisite.

**ED 220 CONCEPTS OF RESEARCH METHODS AND STATISTICAL ANALYSES (3)**

Familiarization of the role of research and statistics in analyzing counseling and teaching. Review and interpretation of research literature. Methodology of formulating research proposals and thesis.

**ED 226 PRINCIPLES AND PROCEDURES IN GUIDANCE (3)**

An introduction to the study of pupil personnel services, concepts, and procedures. Staff roles and functions, community resources, professional ethics, and legal aspects. Use of data processing in education, particularly in pupil personnel services.

**ED 227 COUNSELING PROCESS AND PROBLEMS (3)**

An advanced interpersonal communications course with laboratory training in the skills of personal counseling. Concepts and strategies from Gestalt Therapy, client-centered approaches, existential counseling, rational-emotive therapy and psycho-dynamic theory will be used. Students will gain experience both as a counselor and as a client through weekly counseling sessions throughout the quarter. ED 200 is prerequisite.

**ED 229 INTRODUCTION TO LEARNING DISABILITIES (3)**

Introduction to the nature and needs of individuals who have learning disabilities, including a consideration of the various modes or styles of learning.

**ED 230 GUIDANCE OF EXCEPTIONAL INDIVIDUALS (3)**

A course designed to acquaint teachers and counselors with the nature of problems with which exceptional individuals are confronted. "Exceptional" individuals are those who deviate noticeably from social and behavioral norms. This would include consideration of a variety of physical and mental handicaps, as well as consideration of individuals who are unusually gifted.

**ED 231 ASSESSMENT OF LEARNING DISABILITIES (3)**

Concentration on the techniques of diagnosing and analyzing various forms of learning disabilities. Emphasis will be on analyzing motor and cognitive skills from a space-oriented approach to learning.

**ED 232 PRESCRIPTION FOR LEARNING DISABILITIES (3)**

Experience and experimentation with instructional strategies that are useful in helping individuals with learning disabilities. General curriculum development for learning disability programs, as well as specific techniques for instruction, will be considered.

**ED 234 CURRICULUM AND INSTRUCTION IN ELEMENTARY SCHOOLS: READING AND LANGUAGE ARTS (3)**

An *introductory* course which provides an overall view of content taught in elementary school reading and language arts. Emphasis is placed on instructional strategies and the books and materials used in the elementary classroom.

**ED 250 FOUNDATIONS OF EDUCATION I (4)**

The first of three courses stressing the theoretical bases of education. Designed to develop a carefully considered point of view toward teaching and learning. Value questions which relate to psychology and curriculum are considered.

**ED 251 FOUNDATIONS OF EDUCATION II (4)**

This second of three courses focuses on curriculum design, implementation, and evaluation at the elementary and secondary levels. Students are given an opportunity to pursue their special interests related to such problems as the core curriculum, psychology or curriculum, subject- vs. student-centered approaches, and recent trends in the field.

**ED 252 FOUNDATIONS OF EDUCATION III (4)**

The third of the three course sequence concentrates on the applications of psychology to the educational process. Consideration of standardized and teacher constructed tests is also included.

**ED 270 BASIC ISSUES IN EDUCATION (3)**

The theory and practice of thinking critically about issues in present day education. Select issues in teaching and counseling are analyzed which reflect underlying value changes within the school.

**ED 272 CULTURE, CONFLICT, AND THE INDIVIDUAL (3)**

A team-taught course in which a philosopher and a psychologist examine from their respective disciplines select cultural concerns and values common to members of the helping professions.

**ED 281 READING: PROCESS AND PSYCHOLOGY (3)**

A study of linguistic concepts uniting reading and the other language arts with particular attention to the phoneme-grapheme relationship. Study of psycholinguistics analyses of reading, child acquisition of language, and problems related to dialectal differences. Prerequisite 283 or 284.

**ED 283 READING IN THE SECONDARY SCHOOLS (3)**

An advanced course exploring the possibilities for teaching reading in the junior and senior high schools and for aiding students with reading problems in content areas. Includes field experience.

**ED 284 READING IN THE ELEMENTARY SCHOOLS (3)**

An advanced course studying approaches, methods and practices in elementary school reading instruction. Examination of instructional materials and experiences in curriculum development. Includes field experience.

**ED 285 CHILDREN'S LITERATURE (3)**

Exploration of literature written for children; history and development of literature for children—authors, illustrators, and various genres; investigation of strategies for teaching literature as part of the English program; use of varied media and methods of presentation.

**ED 286 ADOLESCENT LITERATURE (3)**

Emphasis on types of literature, analysis of literary qualities, selection and presentation of literature to adolescents. Designed for the high school teacher of all subject fields.

**ED 288 RESEARCH IN READING (3)**

Designed to provide an exploration into the major contributions to the field of Reading. Emphasis will be placed upon an analysis of current reading practices and trends, and techniques for conducting reading research. Prerequisite 220.

**ED 289 ADMINISTRATION AND SUPERVISION OF READING PROGRAMS (3)**

Provides an opportunity to critique school and district reading programs, to develop curriculum, and to consider the problems of supervising programs. Includes observation and consultation.

**ED 300 PSYCHOLOGY OF CAREER DEVELOPMENT (3)**

An examination of vocational and educational guidance theories across the age span and the relationship of career development theory to vocational

counseling in various settings (schools, clinics, rehabilitation, etc.). Techniques for assisting the client in effective use of educational and occupational information in decision-making.

**ED 306 DIAGNOSTIC TESTING (3)**

A course designed to acquaint counselors with the use of individual assessment techniques, projective tests, personality inventories, and other tests used primarily in professional and marriage, family and child counseling settings.

**ED 307 MEASUREMENT FOR GUIDANCE (3)**

Theory and practice of standardized test development and testing procedures; theory and practice of standardized; the applications and limitations of standardized tests; techniques of administering and interpreting group tests.

**ED 310 INDEPENDENT STUDY (1-5)**

Supervised research initiated by the student, reading and experiences in special areas of education. Obtain the necessary forms from the Education Department and complete them *prior to registration*.

**ED 311 PSYCHOLOGY OF MARRIAGE COUNSELING (3)**

Focus will be on marriage as a changing institution, theories regarding current problems and stresses in the marriage relationship, techniques in marriage and pre-marital counseling, the developmental stages in the marriage relationship, and the dynamics of marital interaction. The course is designed for students whose goals include professional counseling.

**ED 312 COUNSELING FOR CONTEMPORARY PROBLEMS (3)**

Counseling approaches used in crisis intervention with drug and alcohol addiction, abortion, suicide, terminal illness, etc., where short term, immediate intervention is required. Procedures in dealing with clients and their families caught in these dilemmas will be discussed.

**ED 314 PSYCHOSOCIAL DEVELOPMENT OF THE SCHOOL-AGE CHILD (3)**

In-depth examination of the current research relating to the physical, intellectual, social and emotional development of the school-age child. Opportunity for students to pursue their special interests related to the course content. Practical implications for parents, teachers, and counselors.

**ED 315 ADVANCED SEMINAR IN FAMILY COUNSELING (3)**

Designed for students who have completed ED 215 and who wish to examine Adlerian and Dreikursian principles more critically, as well as to become acquainted with the systems approaches of other noted leaders in family counseling. The procedure is to make in-depth comparison of the principles expressed by other authors with those of Adler and Dreikurs. The format includes meeting in small discussion groups to examine the various counseling procedures and theories. In addition, opportunities will be provided for

class members to engage in counseling with simulated families in various states of dysfunction.

**ED 319 ADVANCED SEMINAR IN GROUP PSYCHOLOGY (3)**

An intensive seminar designed to help students who wish to increase their competencies in group leadership. Co-facilitation of a group, followed by a critique, is a required part of the seminar. Participants should be able to evaluate various leadership styles and strategies for purpose of determining the leadership style that is best suited for each individual.

**ED 320 DIRECTED TEACHING I (Fall quarter) (8)**

This is the first in a student teaching sequence of three courses which is designed to introduce the Teacher Credential candidate to curriculum and instruction in the public schools at all levels. Morning practicums are combined with weekly seminars in which students have an opportunity to discuss problems and issues in public education. Prerequisite: Admission to the Teacher Credential Program.

**ED 321 DIRECTED TEACHING II (Winter quarter) (8)**

The second course in the directed teaching sequence is designed for the Teacher Credential candidate who will engage in teaching under the supervision of an experienced resident teaching in the public schools. Students are assigned to specific teaching positions in the morning while taking coursework in the afternoon, thereby facilitating the inter-relating of theory and practice. Prerequisite: Admission to the Teacher Credential Program and completion of ED 320.

**ED 322 DIRECTED TEACHING III (Spring quarter) (8)**

The last course in the directed teaching sequence is designed as a continuation of ED 321. Students continue their student teaching assignments until the completion of the public school year while taking coursework in the afternoon. Prerequisite: Admission to the Teacher Credential Program and completion of ED 320 and 321.

**ED 330 COUNSELING PRACTICUM: IN SCHOOL (3)**

Field experience which includes supervised experiences in educational, vocational, and personal guidance. Use of counseling procedures for the age level at which the student is preparing to counsel. *Two consecutive quarter terms are required. By permission only.*

**ED 331 COUNSELING PRACTICUM: AGENCY (1-6)**

Field experience which includes supervised counseling experiences in community services such as juvenile probation, mental health, community colleges, etc. Designed to come in the second half of the counseling program after completion of the counseling core. By permission only.

**ED 332 PRACTICUM: LEARNING DISABILITIES (1-6)**

A supervised field experience in diagnosing and teaching students with learning disabilities. Designed to be a concluding course as a part of the master's degree program. A variety of settings, e.g., classroom, clinic, private school, etc. is available for completing the practicum. *Enrollment is limited and permission to enroll must be obtained well in advance of registration.*

**ED 333 COUNSELING PRACTICUM: MARRIAGE, FAMILY, AND CHILD (1-6)**

Supervised field experience designed specifically to meet the license requirements for California. A licensed Supervisor will conduct weekly seminars for consultation. *By permission only.*

**ED 334 PRACTICUM: READING (1-6)**

Provides practical field experience to enable the reading specialist to acquire and demonstrate competencies through intensive, extensive, and realistic experience in diagnosis, prescription, and instruction. Provides opportunities for advanced students to gain experience in areas of special focus, e.g., working with bi-lingual or bidialectal students. Two terms of experience is advisable. *By Permission only.*

**ED 355 THE LAW, YOUTH, AND EDUCATION (3)**

Survey of basic legal principles that affect decisions about education and youth. Presentation and description of illustrative cases.

**ED 399 THESIS (3-6)**

Thesis is optional and is usually selected by those individuals who are preparing for doctoral studies. The thesis is to be concerned with a recognized problem in the particular field of specialization of the advanced student. It should make a scholarly contribution to the extant body of knowledge in this area, and provide a review of principal sources. Format will be according to the American Psychological Association's format. Supervision and review of the thesis will be provided by faculty member(s) designated by the Chairman of the Education Department.

## **ENGLISH**

**100. OLD ENGLISH****101. INTRODUCTION TO LINGUISTICS****102. MODERN GRAMMAR**

Prerequisite: 101 or equivalent.

**103. THE ENGLISH LANGUAGE**

History of origins and development of English as written and spoken in England and America.

**104. CRITICISM AND DRAMA**

Classical and Neo-classical criticism, especially as it applies to drama. Significant critical works will be read in conjunction with representative plays.

**105. CRITICISM AND POETRY**

Important criticism and theories from 1798 to the present. Poems will be studied in light of the critical theories.

**106. CRITICISM AND FICTION**

The theory and criticism of fiction from Flaubert and James to the present time. Representative works of fiction will be studied along with the critical theories.

**107. ENGLISH PROSE STYLE****110. CLASSICAL DRAMA**

A study of selected Greek and Roman plays in translation.

**111. CONTINENTAL DRAMA**

A study of selected French, German, Italian, and Spanish plays of the 17th and 18th centuries in translation.

**112. MODERN DRAMA**

A study of selected European and American plays of the late 19th and 20th centuries in translation.

**113. ENGLISH DRAMA I**

This history of the drama in England from the beginning to 1660. Emphasis on Elizabethan and Jacobean dramas. Alternate years.

**114. ENGLISH DRAMA II**

History of the drama in England from 1660 to 1900. Offered by Theatre Arts Department.

**115. ENGLISH DRAMA III**

History of the drama in England from 1900 to the present. Offered by the Theatre Arts Department.

**116. SHAKESPEARE'S TRAGEDIES**

Intensive study of Shakespeare's major tragedies.

**117. SHAKESPEARE'S COMEDIES**

Intensive study of Shakespeare's major festive and problem comedies.

118. **SHAKESPEARE'S HISTORIES AND SONNETS**  
Intensive study of the *Richard II-to-Henry V* cycle of chronicle plays, and a study of the sonnets.

119. **AMERICAN DRAMA**  
A history of American drama from its beginnings in 1767 to the present.

120. **THE NEO-CLASSICAL PERIOD**  
A study of the non-dramatic literature of England from 1660 to 1798.

121. **THE ROMANTIC PERIOD**  
A study of the non-dramatic literature of England from 1798 to 1832. Emphasis on poetry.

122. **THE VICTORIAN PERIOD**  
A study of the non-dramatic literature of Britain from 1832 to approximately 1900.

124. **THE ENGLISH NOVEL I**  
A study of the English novel during the 18th Century.

125. **THE ENGLISH NOVEL II**  
A study of the novel in England during the 19th Century.

126. **THE AMERICAN NOVEL**  
A study of the development of the novel in America from Cooper to Faulkner. Winter term.

127. **THE MODERN NOVEL**  
Readings of selected major works of modern English, American, and Continental novelists.

130. **MAJOR AMERICAN WRITERS I**  
A study of American authors up to 1865.

131. **MAJOR AMERICAN WRITERS II**  
A study of American authors from 1865 to the present.

144. **COMPARATIVE LITERATURE I**  
A study of classical forms, themes, and stylistic devices and their specific influence and effect on English literature. Alternate years.

145. **COMPARATIVE LITERATURE II**  
A study of the major forms and themes of modern Continental literature and their influence on English literature.

**152. CHAUCER I**  
A study in Middle English of the major works of Geoffrey Chaucer, with emphasis on Chaucer's language and sources.

**153. CHAUCER II**  
A study in Middle English of the major works of Geoffrey Chaucer, with emphasis on his language and sources. Either 152 or 153 will satisfy major requirement.

**155. THE MEDIEVAL PERIOD**  
A study in translation of the major movements in English literature from the Norman Conquest to 1485.

**156. THE RENAISSANCE**  
A study of the non-dramatic literature of England from 1485 to 1603.

**157. THE SEVENTEENTH CENTURY**  
A study of the non-dramatic literature of England from 1603 to 1660.

**158. MILTON**  
A study of the major works, with emphasis on *Paradise Lost*.

**160. MODERN ENGLISH LITERATURE**  
A study of the non-dramatic literature of England from 1900 to the present.

**165. CONTEMPORARY LITERATURE**  
A study of contemporary fiction, poetry, and criticism.

**174. ADVANCED COMPOSITION**  
A course designed primarily for prospective teachers. Practice in writing combined with discussion of the problems of writing and the teaching of writing.

**199. DIRECTED READING**  
Under very special circumstances a student may arrange with a professor for a course in directed reading. Under no circumstances may directed reading be taken in a subject that is offered in a regularly scheduled course available to the student. Permission of chairman required.

#### **Graduate Courses**

**200. OLD ENGLISH (5)**

**201. SEMINAR IN POETRY (5)**

**202. SEMINAR IN CRITICISM (5)**

203. **SEMINAR IN DRAMA (5)**

204. **SEMINAR IN FICTION (5)**

205. **SEMINAR IN SATIRE (5)**

210. **ADVANCED LINGUISTICS (5)**

212. **MIDDLE ENGLISH (5)**

216. **SEMINAR IN SHAKESPEARE (5)**

220. **SEMINAR IN NEO-CLASSICAL LITERATURE (5)**

221. **SEMINAR IN ROMANTIC LITERATURE (5)**

222. **SEMINAR IN VICTORIAN LITERATURE (5)**

230. **SEMINAR IN AMERICAN LITERATURE (5)**

244. **SEMINAR IN COMPARATIVE LITERATURE (5)**

252. **SEMINAR IN CHAUCER (5)**

255. **SEMINAR IN MEDIEVAL LITERATURE (5)**

256. **SEMINAR IN RENAISSANCE LITERATURE (5)**

260. **SEMINAR IN MODERN LITERATURE (5)**

299. **DIRECTED RESEARCH (5)**  
Permission of instructor and chairman required.

300. **THESIS (5-10)**  
Thesis may be taken for 5 or 10 units which may be applied to course requirements. Students may register for English 300 only after a thesis supervisor has been appointed.

## **HISTORY**

100. **PRO-SEMINAR IN THE THEORY AND PRACTICE OF HISTORY**  
Restricted to history majors. Practical and theoretical problems of the historian. A critical study of historical writing in a specific area of history. Research and composition are emphasized.

**108. WOMEN IN WESTERN SOCIETY**

A survey of the role of women in European and American history emphasizing changing attitudes toward women, and the struggle for political, legal and economic equality.

**122. THE MIDDLE AGES**

Europe from the end of the ancient world to the eve of the era of discoveries. The development of European societies and institutions; the feudal system, the monarchies, the church and the towns. The advancing of the frontiers of Europe.

**123. TOPICS IN EARLY MODERN EUROPE**

A course treating some specific aspect of European history from the fourteenth through the eighteenth centuries. Topics might include: The Italian Renaissance, The Diplomacy of the Old Regime, Calvinism, the Counter Reformation and Revolution.

**124. SPAIN**

Medieval origins of the Spanish kingdoms and the development of Spanish society. The age of discovery and the Siglo de Oro. European power and overseas empire Crises of the nineteenth and twentieth centuries.

**125. FRANCE IN THE ANCIENT REGIME**

A historical study of the development of French society, institutions, thought and culture from the mid-fifteenth century to 1789; and the political and cultural relations of France with the rest of Europe in these years.

**126. FRANCE, 1770 TO THE PRESENT**

The causes, course and consequence of the Revolution and the Napoleonic period. The struggle between the monarchical and the republican traditions. The political and cultural role of France during the twentieth century.

**127. FRANCE, 1871-1970**

Republican France during the age of materialism, la belle époque, and World War I; contemporary France during the inter bellum period, World War II, and the Fifth Republic.

**128, 129. GERMANY**

A history of the social, economic, political, and cultural development of the German nation. 128, Germany from 1640 to 1890; 129, Germany from 1890 to the present.

**130. HISTORY OF IRELAND**

A study of Irish history since the Reformation emphasizing the conflict between the Protestant Ascendancy and the Catholic population. The successive struggles for home rule and an independent republic. The modern division of Ireland.

**131, 132. ENGLAND**

The growth of the English state and constitution. The continental ambitions of England during the Middle Ages. The Tudors and the English reformation. The constitutional struggle under the Stuart monarchs. The development of the modern English government emphasizing the political reforms of the nineteenth century. Britain's role in the modern world.

**133. BRITISH COMMONWEALTH**

A study of developments in the British Empire in modern times. The rise of the free dominions and the emergence of autonomous states within that system.

**135. HISTORY OF RUSSIA**

From the establishment of the Kievan state through the reign of Elizabeth (1762). Concentration upon Muscovite Russia, Peter, and the era of palace revolutions.

**136. HISTORY OF RUSSIA**

From Peter III's reign (1762) to the fall of the Russian monarchy in 1917. Nineteenth century radicalism, political thought, and culture stressed.

**137. HISTORY OF USSR**

The evolution of the modern Soviet State from the Bolshevik revolution, to the deposition of Khrushchev. Emphasis on the causes of the Bolshevik revolution, the emergence of USSR as a world power, and Soviet foreign policy.

**138. HABSBURG AND EAST CENTRAL EUROPEAN HISTORY**

Emergence of the medieval kingdoms of Poland, Hungary, and Bohemia. The rise of the House of Austria. Social and institutional patterns, problems of modernization and reform. Growth of nationalism and the dissolution of the Habsburg Empire.

**139. EAST-CENTRAL EUROPE 20TH CENTURY**

East-Central Europe from the Treaty of Versailles through the present day. Emphasis on social and institutional patterns in the inter-war period and on the emergence and nature of the post-World War II socialist regimes in Poland, Yugoslavia, Rumania, Bulgaria, and Czechoslovakia.

**141. 19TH CENTURY EUROPEAN NATIONALISM**  
Selected topics in 19th century European history, emphasizing nationalist expansion during the age of Metternich, the creation of Germany and Italy, the late 19th century imperial rivalries.

**142. THE AGE OF TOTALITARIAN STATES**  
Selected topics in 20th century European history emphasizing Fascist and Communist relations with the democratic nations.

**144. EUROPEAN DIPLOMATIC HISTORY**  
A study of the relations of the major European powers since 1870, with emphasis on the economic, political and social forces which influenced these relations.

**146. EUROPEAN INTELLECTUAL HISTORY**  
A study of the main currents of European thought during the period of the Enlightenment of the French Revolution.

**147, 148. EUROPEAN INTELLECTUAL HISTORY**  
A study of the main currents of European thought during the period of the Enlightenment and the French Revolution, Hegel, Marx, liberalism, traditionalism, and imperialism; socialism and revolutionary movements of the 20th century.

**150. ORIGINS AND DEVELOPMENT OF ISLAM**  
The Prophethood of Muhammed and the Muslim Revolution. The Islamic conquests and formation of Muslim Institutions. The development of philosophy, law and art during the "golden age" of Islam. The fragmentation of the Muslim empire; the rise of Turkish power; the Crusades.

**151. OTTOMAN AND BALKAN HISTORY**  
Rise of the Ottoman dynasty, conquests of Anatolia, the Balkans and the Eastern Mediterranean. Development of the Ottoman social and political institutions. Causes of decline and reforms during the 19th century. Rise of Balkan nationalism and the disintegration of the Empire.

**152. MODERN MIDDLE EAST AND NORTH AFRICA**  
European Imperialism and the development of Arab Nationalism. Problems of economic development, political stability and military conflict.

**153, 154, 155. AFRICA**  
Africa to 1600; Africa 1600-1850; Africa after 1850. These three courses are designated to offer a basic and intensive historical survey of African cultural institutions, and social and political forces.

156.

### **MODERN JAPAN**

Demise of the Tokugawas. Meiji restoration and enlightenment. The liberal movement. Socio-economic transformations. Continental expansion. The democratic experiment. Meiji-Taisho social movements. Special reference to ultra-nationalistic movements. The "Greater East Asia War." Post-war recovery.

157.

### **MAINLAND SOUTHEAST ASIA: FROM COLONIALISM TO NATIONALISM**

A study of political developments from mid-nineteenth century Anglo-French imperialism to the emergence of national states. Particular reference to indigenous nationalist movements in French colonial areas and the modern transition in Thailand.

158.

### **MODERN CHINA**

Sociopolitical changes from the late Ch'ing Reform Movement. Special emphasis on modern revolutionary movements, political history of the Kuomintang period, and the rise of the Chinese Communist Party.

159.

### **RELIGION AND SOCIETY IN TRADITIONAL ASIA**

Great intellectual traditions of Asia: A historical survey. Introduction to Brahminism, Theravada Buddhism, Mahayana Buddhism, Confucianism, Taoism and Shintoism.

164.

### **THE INTER-AMERICAN COMMUNITY**

A history of the political, economic and social relations between the countries of the two Americas and their activities in regional and world organization.

165.

### **ARGENTINA**

Political, social and economic developments in this leading country of South America from pre-Columbian times to the present, with special emphasis on its modern national development.

166.

### **MEXICO**

A history of Mexico from the Mayas and Aztecs to the present. Special emphasis on those factors of the more recent national period, which have contributed to the development of the Mexican national character.

167.

### **BRAZIL**

An analytical study of Brazil's past and present: the colonial era, the New World monarchies of Pedro I and II, the Republic. Emphasis on social and economic developments.

**168. LATIN AMERICA: THE NINETEENTH CENTURY**  
A topical development of Latin America from severance of colonial ties through the experiences of early nationhood: conservatism and liberalism, the caudillos and sectionalism, dictatorship and the oligarchies, nationalism and its consequences. Patterns of cultural growth and of foreign affairs.

**169. CONTEMPORARY LATIN AMERICA**  
A topical study of twentieth century political, economic and social life. The dynamics of traditional legacies and reform programs. Ideals and realities of interamerican relations. Cultural characteristics. Present trends and prospects.

**170. COLONIAL AMERICA, 1607-1765**  
An examination of American history from the founding of Jamestown to the conclusion of the Great War for Empire.

**171. TO THE HARTFORD CONVENTION: UNITED STATES, 1789-1815**  
An intensive examination into the development of the new nation from the Constitution through the War of 1812, emphasizing the formation of political parties, Jeffersonian "democracy," cultural and diplomatic chauvinism, and needs for further study.

**172. THE RISE OF JEFFERSONIAN DEMOCRACY**  
The development of the new national from the Constitution through the War of 1812, emphasizing the formation of political parties, Jeffersonian democracy and cultural nationalism.

**173. NATIONALISM AND SECTIONALISM**  
The social and political reforms and the economic changes between 1851 and the Compromise of 1850, with emphasis on intersectional rivalry.

**174. THE UNION IN CRISIS**  
A study of major aspects of the Civil War and the problems of reconstruction; the abolitionists, the rise of the Republican party; the conduct of the war; the role of the free Negro, constitutional readjustment; the rise of the new south.

**176,177. DIPLOMATIC HISTORY OF THE UNITED STATES**  
Critical study of the international relations of the United States, and of the economic, political, social and public opinion forces influencing the development of American policy.

**180. BLACK INTELLECTUAL HISTORY**  
An analysis of the political, literary, economic, and intellectual trends of leading black thinkers, and social customs of black people from 1619-1972.

**181. THE RISE OF THE CITY**

An historical study of the growth and development of the American city and its impact on all aspects of American life.

**182. BLACK RESPONSE TO MODERN AMERICA**

A study of the social and political institutions developed by the black community to deal with the discrimination of the dominant society since 1877.

**183. SOCIAL MOVEMENTS IN TWENTIETH CENTURY AMERICA**

Popular movements for change, and against it. An investigation of the response of the American people to the problems of modern industrial society. Labor, women's rights, black activism, anti-radicalism, Ku Klux Klan, peace movement, and others.

**187. THE WEST**

The spread of the frontier and the emergence of special western problems. The west as a force in United States history and culture, and its effects.

**189. CALIFORNIA**

The history of California, with major attention given to the period following its annexation to the United States.

**190. HISTORIOGRAPHY**

A critical and historical study of the writings of great historians from antiquity to the present, relating them to the philosophical currents and social realities of their times; problems in contemporary historiography.

**198. COLLOQUIUM**

Group meetings for reading, research, and discussion of selected historical problems and periods.

198.01 England

198.06 Latin America

198.02 Early Modern Europe

198.07 The United States

198.03 Recent Europe

198.08 California

198.04 Russia

198.09 Africa

198.05 East Asia

198.10 Revolution

198.11 Practicum

**199. INDIVIDUAL STUDY**

Directed reading in source materials and pertinent secondary works dealing with selected historical problems.

**220. SEMINAR IN MEDIEVAL HISTORY (5)****230. SEMINAR IN EARLY MODERN EUROPE (5)**

- 240. SEMINAR IN MODERN EUROPEAN HISTORY (5)**
- 250. SEMINAR IN EAST ASIAN HISTORY (5)**
- 260. SEMINAR IN HISPANIC AMERICAN HISTORY (5)**
- 270. SEMINAR IN UNITED STATES HISTORY (5)**
- 280. SEMINAR IN NORTH AMERICAN HISTORY (5)**
- 290. SEMINAR IN AFRICAN HISTORY (5)**
- 298. DIRECTED RESEARCH (5)**
- 300. THESIS (5-10)**

## **MATHEMATICS**

- 101. A SURVEY OF GEOMETRY**  
Topics from projective, advanced Euclidean and non-Euclidean geometries.
- 102. ADVANCED CALCULUS I**  
Vector calculus, functions of several variables, elliptic integrals, line integrals, uniform convergence, introduction to Fourier series.
- 103. ADVANCED CALCULUS II**  
A continuation of Mathematics 102, with additional advanced topics.
- 105. THEORY OF FUNCTIONS OF A COMPLEX VARIABLE**  
Analytic functions, Cauchy integral theorems, power series, conformal mapping, Riemann surfaces. Prerequisite: 103.
- 111. ABSTRACT ALGEBRA I**  
Topics from theory of groups. Prerequisites: 52 and 53 or equivalents.
- 112. ABSTRACT ALGEBRA II**  
Rings and ideals, algebraic extensions of fields, Galois theory. Prerequisite: 111.
- 113. TOPOLOGY**  
Theory of sets, metric spaces, topological spaces, and transformations.
- 122. PROBABILITY AND STATISTICS I**  
Axioms and basic laws, independence, distributions, random variables, expectation.

**123. PROBABILITY AND STATISTICS II**  
Statistical inference, point estimation, statistical hypotheses, analysis of variance.

**133. LOGIC AND FOUNDATIONS**  
Deductive theories. Theories and models. Consistency, completeness, decidability. The theory of models. The cardinality of models. Some related topics of metamathematics and foundations.

**134. SET THEORY**  
Naive set theory. Cardinal and ordinal arithmetic. The axiom of choice and the continuum hypothesis. Axiomatic set theory.

**153. INTERMEDIATE ANALYSIS I**  
A rigorous investigation of the real number system. Concepts of limit, continuity, differentiability of functions of one variable. Theorems of differential and integral calculus. Prerequisite: 103.

**154. INTERMEDIATE ANALYSIS II**  
Continuation of Math 153.

**164. COMPUTER LANGUAGE AND AUTOMATA THEORY**  
Investigation of various languages such as ALGOL, BASIC, APL. Turing machines, algorithms and introductory simulation.

**165. MATHEMATICAL STRUCTURE OF COMPUTERS**  
Machine language programming. Mathematical logic and logical design of a digital computer.

**166. NUMERICAL ANALYSIS**  
Interpolation formulas. Numerical differentiation and integration, numerical solution of algebraic, transcendental and differential equations. Prerequisite: 102.

**168. DIFFERENTIAL GEOMETRY**  
Introduction to curves and surfaces. Differential forms, Frenet formulas, frame fields, differentiation on surfaces. Prerequisite: 53 or equivalent.

**172. PROBLEM SOLVING**  
Use of induction, analogy and other techniques in solving mathematical problems.

**175. THEORY OF NUMBERS**  
Fundamental theorems of divisibility, primes, congruences. Number theoretic functions. Diophantine equations. Quadratic residues. Introduction to theory of binary quadratic forms.

**179. MATRIX THEORY**

Linear transformation, matrices and determinants, quadratic forms, Cayley-Hamilton theorem.

**190-195. INDEPENDENT STUDY**

Reading and investigation for superior students under direction of a staff member.

**270. ADVANCED TOPICS FOR SECONDARY SCHOOL TEACHERS I (5)**

Special topics in geometry, topology, combinatorial mathematics, algebra and number theory for secondary school teachers of mathematics.

**271. ADVANCED TOPICS FOR SECONDARY SCHOOL TEACHERS II (5)**

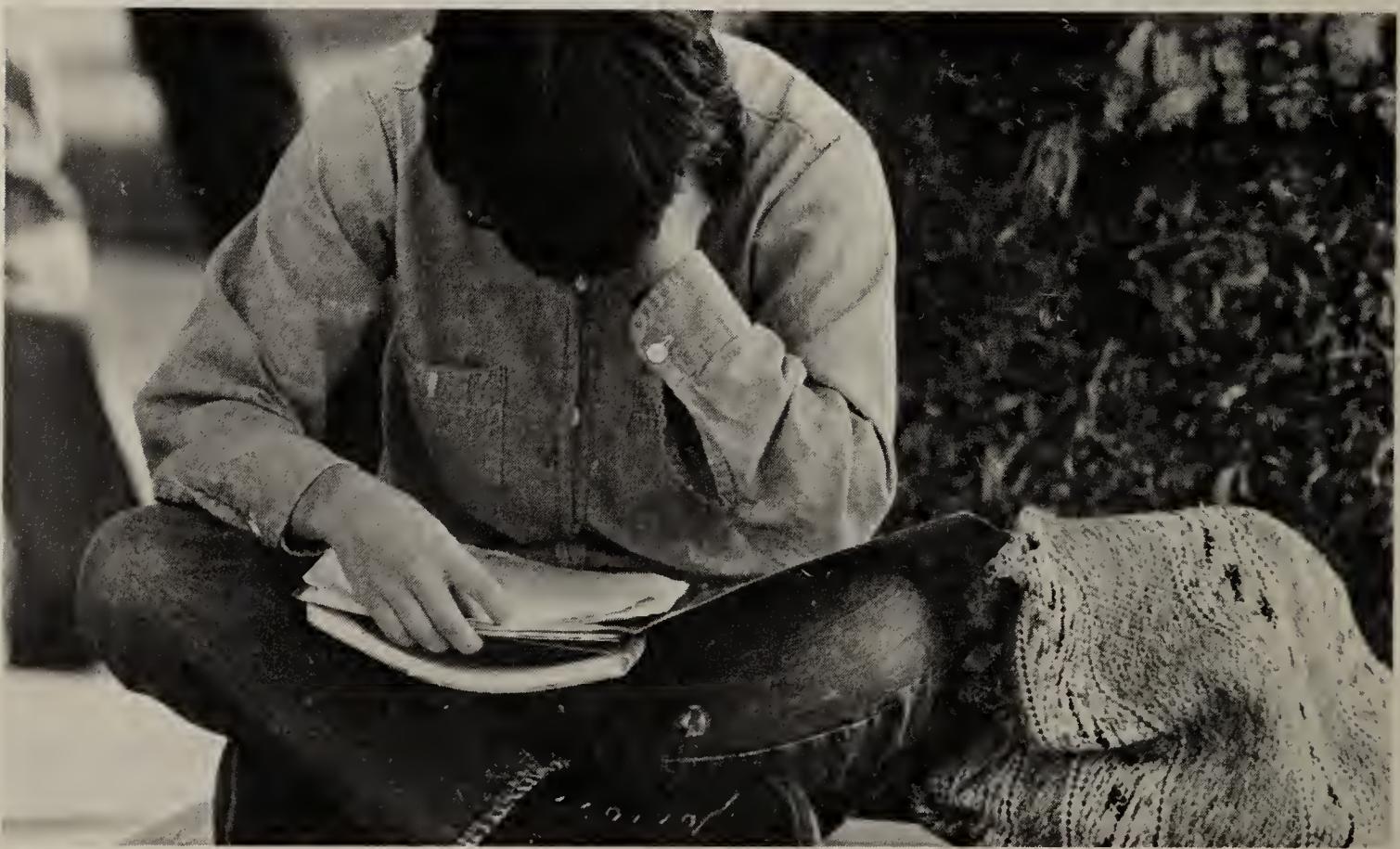
Continuation of 270.

**290. MASTER'S THESIS**

The goal of the M.S.T.M. thesis is to make an original written contribution in the field of mathematics teaching, a contribution that will be useful to a teacher. Thus, this thesis is not meant to be research-oriented as preparation for employment in industry or in the pursuit of a Ph.D. Neither is it to be merely a "busy-work" project completed only to satisfy tradition, but otherwise irrelevant. Instead, it is supposed to be a mathematical treatise (not an educational study) on some topic appropriate to the secondary curriculum, written with mathematical rigor and precision.

**291. INDEPENDENT STUDY**

For students in the M.S.T.M. program.



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MBA '70, Business

**Sidney L. Berlin**  
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**Matred Donahue**  
MA Ed. '72, Education

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**Dominic Fanelli**  
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BA '66 (1976)

**Marygrace Mulcrevy**  
BA '65 (1975)

**Harvey J. Ferguson**  
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**William C. Haley**  
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**Peter B. Smith**  
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**Alvin H. Storch, Jr.**  
BME '42 (1975)



## Faculty

### GRADUATE SCHOOL OF HUMANITIES

#### **GERALD L. ALEXANDERSON (1958)**

*Professor of Mathematics; Chairman, Department of Mathematics*

B.A., 1955, University of Oregon; M.S., 1958, Stanford University.

#### **LOUIS I. BANNAN, S.J. (1953)**

*Associate Professor of Education*

B.A., 1937, M.A., 1938, Gonzaga University; S.T.L., 1944, Alma College.

#### **M. LOUISE BEUTNER (1972)**

*Professorial Lecturer in English*

B.A., 1931, Webster College; M.A., 1933, Ph.D., 1943, St. Louis University.

#### **RAYMOND L. BIONDI (1965)**

*Associate Professor of Modern Languages*

A.B., 1940, A.M., 1942, Ph.D., 1955, Stanford University.

#### **KENNETH E. BLAKER (1965)**

*Associate Professor of Education; Chairman, Department of Education*

B.A., 1958, M.Ed., 1960, University of Arizona; Ph.D., 1965, Southern Illinois University.

#### **EDWIN J. BROWN (1951)**

*Professor of Education (Emeritus)*

B.S., 1922, Kansas State Teachers College; A.M., 1925, Ph.D., 1928, Stanford University.

#### **MICHAEL W. CHAMBERLAIN (1970)**

*Assistant Professor of Mathematics*

B.A., 1965, Pomona College; M.S., 1966, Ph.D., 1971, Stanford University.

#### **KAREL L. DE BOUVERE, S.C.J. (1965)**

*Professor of Mathematics*

Nat. Phil. Cand., 1948, Math. et Phys. Drs., 1953, Dr. Math. et Phys. Sc., 1959, University of Armsterdam, The Netherlands.

**JAMES P. DEGNAN (1963)***Professor of English*

B.A., 1954, Memphis State University; M.A., 1956, University of Notre Dame.

**FRANCIS X. DUGGAN (1962)***Professor of English*

A.B., 1948, University of Notre Dame; M.A., 1950, Ph.D., 1960, University of Pennsylvania

**EDWARD T. FLOOD (1966)***Associate Professor of History*

A.B., 1958, Seattle University; Ph.D., 1967, University of Washington.

**JAMES A. FULTON (1969)***Assistant Professor of Education*

B.S., 1962, M.S., 1965, Ph.D., 1969, Southern Illinois University.

**STEVEN M. GELBER (1969)***Assistant Professor of History*

B.S., 1965, Cornell University; M.S., 1967, Ph.D., 1972, University of Wisconsin.

**JOHN H. GRAY, S.J. (1961)***Associate Professor of English; Dean, College of Humanities*

A.B., 1948, Gonzaga University; A.M., 1952, Loyola University, Los Angeles; S.T.L., 1956, St. Albert's College, Louvain; Ph.D., 1961, University of London.

**EDWARD D. GROSS (1964)***Assistant Professor of English*

A.B., 1947, M.A., 1951, Ph.D., 1964, University of Pennsylvania.

**RAMSDELL GURNEY (1968)***Assistant Professor of History*

B.A., 1956, Williams College; M.A., 1961, Ph.D., 1968, State University of New York, Buffalo.

**WILLIAM R. JAMES (1963)**

*Associate Professor of Speech and Theatre Arts; Chairman, Department of Speech and Theatre Arts*

B.A., 1953, University of Nevada; M.A., 1956, San Jose State College; Ph.D., 1969, University of Iowa.

**LEONARD F. KLOSINSKI (1964)**

*Assistant Professor of Mathematics*

B.S., 1961, University of Santa Clara; M.A., 1963, Oregon State University.

**CHRISTIAAN T. LIEVESTRO (1969)**

*Associate Professor of English*

A.B., 1950, State University of New York, Albany; M.A., 1953, Ph.D., 1958, Harvard University.

**DAVID E. LOGOTHETTI (1967)**

*Assistant Professor of Mathematics*

A.B., 1957, M.A., 1962, Ph.D., 1972, University of California, Los Angeles.

**ELEANOR R. LONG (1968)**

*Assistant Professor of English*

B.S., 1957, Portland State University; M.A., 1958, University of Portland; Ph.D., 1968, University of California, Los Angeles.

**NORMAN F. MARTIN, S.J. (1958)**

*Professor of History*

A.B., 1941, A.M., 1942, Gonzaga University; S.T.L., 1948, Colegio Maximo de San Miguel, Buenos Aires; A.M., 1950, Mexico City College (University of the Americas); *Doctor en Letras*, 1957, National University of Mexico.

**GERALD E. McDONALD (1962)**

*Professor of Education*

A.B., 1947, Boston College; Ed.D., 1955, Stanford University.

**MATTHIAS S. MEIER (1963)**

*Professor of History*

B.A., 1948, University of Miami; M.A., 1949, University of the Americas, Mexico City; Ph.D., 1954, University of California, Berkeley.

**MILES MERWIN (1970)***Assistant Professor of History*

B.A., 1963, Rutgers—The State University; M.A., 1965, University of California, Berkeley; Ph.D., 1971, University of North Carolina

**ELIZABETH J. MORAN (1963)***Assistant Professor of English*

A.B., 1942, Indiana University; M.A., 1963, San Jose State University.

**TIMOTHY J. O'KEEFE (1965)***Associate Professor of History; Chairman, Department of History*

A.B., 1961, Saint Mary's College, California; M.A., 1963, Ph.D., 1968, University of Notre Dame.

**CHARLES T. PHIPPS, S.J. (1965)***Associate Professor of English; Director, Honors Program*

A.B., 1952, Ph.L., 1953, Gonzaga University; M.S.T., 1960, Alma College; Ph.D., 1965, University of North Carolina.

**PETER O. PIERSON (1966)***Assistant Professor of History*

A.B., 1954, M.A., 1963, Ph.D., 1966, University of California, Los Angeles.

**WILLIAM J. REWAK, S.J. (1970)***Assistant Professor of English*

B.A., 1957, M.A., 1958, Gonzaga University; Ph.D., 1970, University of Minnesota.

**DAVID SKINNER (1970)***Assistant Professor of History*

A.B., 1957, Whittier College; M.A., 1964, Ph.D., 1971, University of California, Berkeley.

**MARY ANNE SMITH (1972)***Assistant Professor of Education*

B.S., 1953, Iowa State University; M.S., 1960, Ph.D., 1971, University of Oregon.

**JOSEPH L. SUBBIONDO (1969)***Lecturer in English*

B.A., 1962, St. John's University; M.A., 1965, University of Southern California.

**GEORGE J. SULLWOLD (1962)***Associate Professor of English*

A.B., 1934, M.A., 1936, University of California, Los Angeles; Ph.D., 1958, University of Washington.

**IRIS M. TIEDT (1968)***Assistant Professor of Education*

B.S., 1950, Northwestern University; M.A., 1962, University of Oregon; Ph.D., 1972, Stanford University.

**JAMES TORRENS, S.J. (1969)***Assistant Professor of English*

A.B., 1954, Gonzaga University; S.T.L., 1962, St. Albert's College, Louvain; M.A., 1964, Ph.D., 1968, University of Michigan.

**JO ANN VASQUEZ (1972)***Assistant Professor of Education*

B.A., 1966, Immaculate Heart College, Los Angeles; M.A., 1970, Ph.D., 1973, Claremont Graduate School.

**WILLIAM W. YABROFF (1968)***Associate Professor of Education*

B.A., 1950, San Jose State University; B.D., 1953, Pacific School of Religion, Berkeley; M.A., 1961, Ph.D., 1963, Stanford University.



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Prof. Myra M. Milburn.....	January 1976
Rev Charles Phipps, S.J. ....	January 1975
Prof. Christian L. Van den Berghe .....	January 1976



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